Sr. Mary
St. Marys College
Monroe, Mich.

MICHIGAN EDUCATION JOURNAL

OFFICIAL ORGAN MICHIGAN STATE TEACHERS' ASSOCIATION

Vol. 1 MARCH, 1924 No. 7

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DISTRICT CHAIRMEN AND DATES OF MEETINGS 1924

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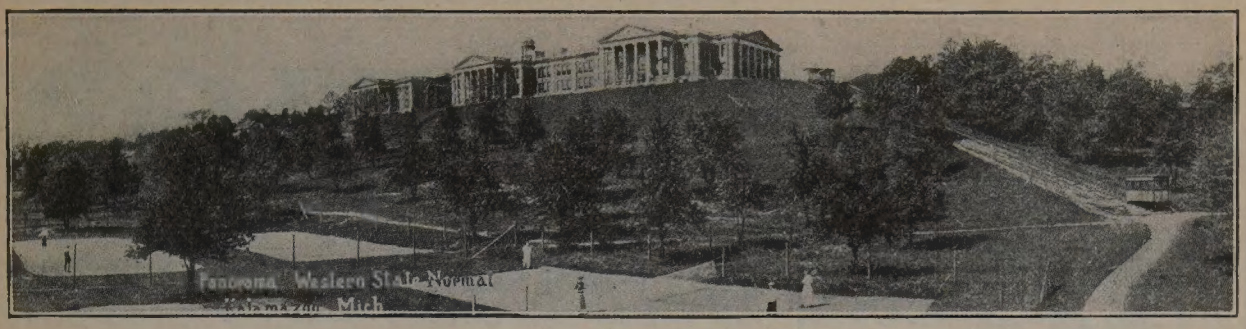
Dist. 2—Supt. G. L. Jenner, Bay City...Oct. 23-24
Dist. 3—Supt. J. W. Sexton, Lansing.. .Oct. 23-24
Dist. 4—Supt. E. E. Fell, Holland.....Oct. 30-31
Dist. 5—Com'r Roy Noteware, Cadillac..Oct.30-31
Dist. 6—Supt. Geo. H. Curtis, Alpena....Oct. 27-28
Dist. 7—Com'r Simon E. Anderson, Marquette....Oct. 9-10



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D. B. WALDO,
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EDUCATION

64 Ideal Summer Temperature

NORTHERN STATE SUMMER

JUNE 30

I. CAN I STAND SUMMER STUDY?

All good teachers want to advance. But many good teachers die on third because they cannot stand the torrid torture of summer study.

Professor Elsworth Huntington of Yale University, foremost authority on climate, says:

"For physical health among the white race as a whole the best temperature is an average of 64 degrees for day and night together."

Uncle Sam, in his weather reports, says:

The mean temperature for Marquette for eight consecutive summer sessions is 63.4 degrees.

It appears, therefore, that **Northern State Normal School offers receation with education.**

The summer session begins June 30. This will enable teachers from the south to make much of the journey by boat, an outing which in itself will prove invigorating at the close of the year's work.

II. CAN I STAND THE COST?

Living expenses at Marquette are extremely moderate. A liberal estimate for first-class accommodations for the summer session follows:

Room	$18.00
Board	42.00
Laundry	10.00
Tuition and Fees	6.00
Books	6.00
Total	$72.00

RECREATION

NORMAL SCHOOL SESSION

Marquette Summer Temperature **63.4**

AUGUST 8

III. CAN I GET THE WORK I WANT?

Attention is directed to this list of summer courses designed to meet the needs of Class Room Teachers, Supervisors, County Normal Teachers, Superintendents, and others.

1. Mental Tests and Measurements.
2. Educational Tests and Measurements.
3. Primary Methods.
4. The Technique of Instruction.
5. School Supervision.
6. School Administration.
7. A Critique of the Elementary Curriculum.
8. Statistical Method in Education.
9. Play Ground Supervision.
10. Scouting and Club Work.
11. The Teaching of the Social Sciences.
12. Modern Social Problems.
13. Principles of Education.
14. The History of Education.
15. Rural School Problems.

FOR FURTHER PARTICULARS WRITE

Marquette, Michigan.

J. M. Munson
President.

Northern State Normal School,
Marquette, Michigan.

Kindly send me the publications checked below.

( ) See America First.
( ) Cloverland in Clover Time.
( ) Summer School Announcement, 1924.
( ) Announcement of the Industrial Arts Department.
( ) The Year Book.

Name..... Address.....

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MT. PLEASANT

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APRIL 7

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Unusual attractions for the Summer Term. For special announcement, write C. C. Barnes, Registrar.

MICHIGAN EDUCATION JOURNAL

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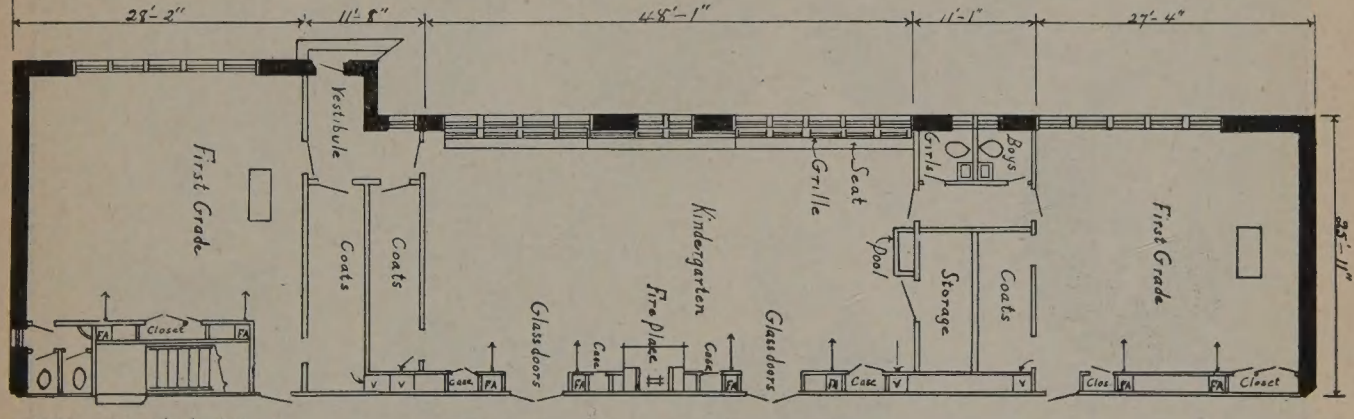
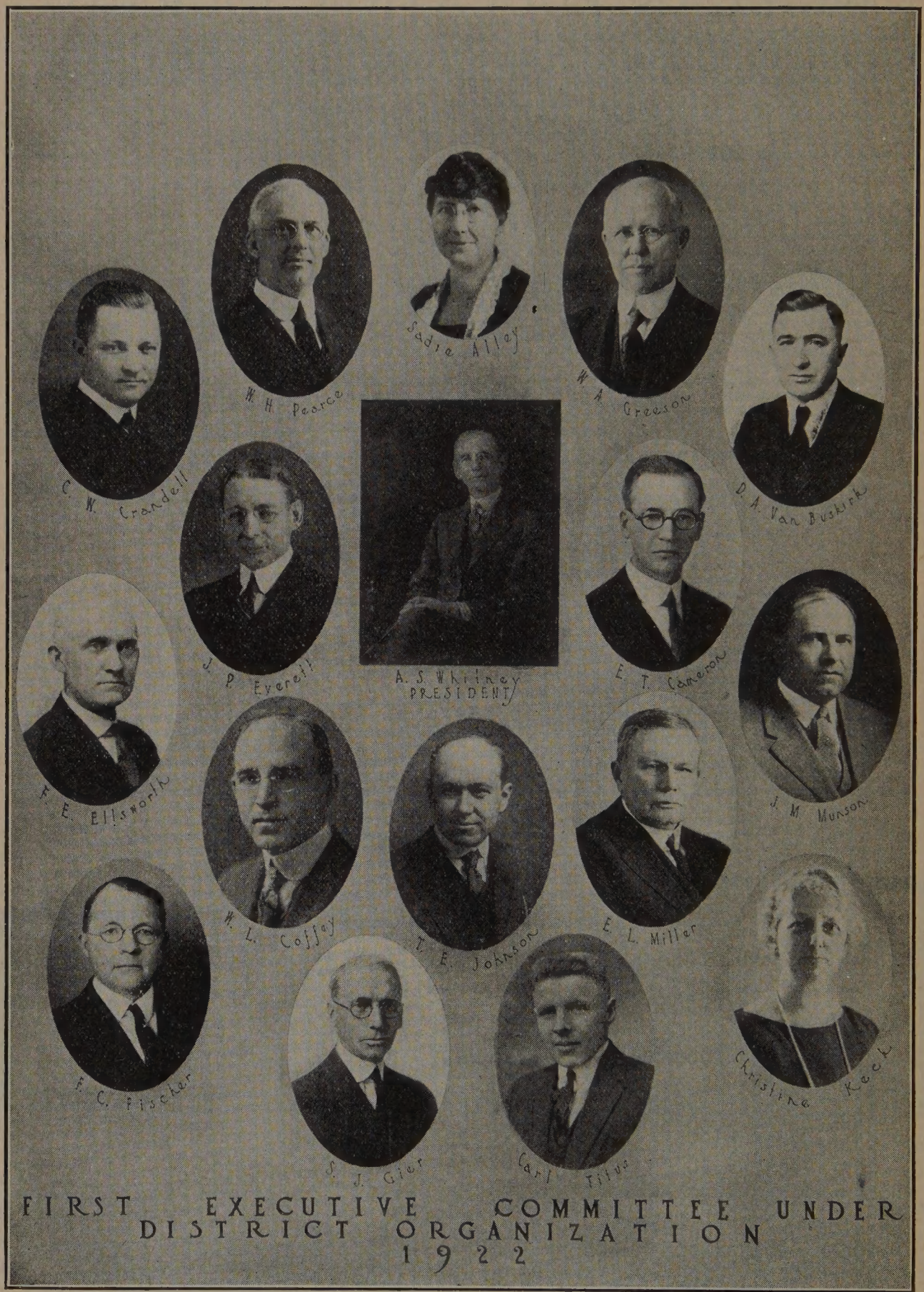


Childs & Smith-Architects
Chicago, Ill.

Floor Plans, Christian Mack School, Ann Arbor—See page 319



FIRST EXECUTIVE COMMITTEE UNDER DISTRICT ORGANIZATION
1922

A LETTER FROM FRANK SWINNERTON

Here is the photograph, as promised. I have asked Mr. Saxton of the George H. Doran Company, 244 Madison Avenue, N. Y. C., to send you a little pamphlet that Doran's have issued, containing contributions by H. G. Wells and Arnold Bennett, which gives all the facts of my life and all details of my books. This, I think, will be the best thing for your purpose. It can be quoted or used exactly as you think fit. But as I promised to give you information myself, here it is in brief:

I was born August 12, 1884, the younger son of Charles Swinnerton and Rose Cotton. This was in London, in a suburb called Wood Green. Some of the early circumstances of my life are given at the beginning of "Young Felix," which is most strictly autobiographical in its earliest chapters. For the first 18 years of my life there was an incessant struggle with poverty, as that book indicates. After a lot of illness and starvation, I got a job, at the age of 14, as an office boy in the London office of a firm of Scottish newspaper proprietors; and when I was 16 I went as a sort of reception-clerk to the firm of J. M. Dent & Company, at that time known as the publishers of "The Temple Classics," "Temple Shakespeare," etc., and afterwards as the publishers of "Everyman's Library." During the whole of these early years I was reading tremendously—and it was the only real education I had. When I had been at Dent's for three years I was given the post of confidential clerk to Mr. Hugh Dent; and three years later I left Dent's to go to the firm of Chatto & Windus as a proofs-clerk (to read proofs, write letters to authors and to send the proofs to authors and printers). At this time I was 22. I had been working, as well as reading, since I was ten. When I was 23, I wrote my first published novel, "The Merry Heart," which was accepted by Chatto & Windus on the eve (the actual eve) of my 24th birthday. It was very much praised by the press; and the second book, "The Young Idea," was even more highly praised. This led Chatto & Windus to offer me the post of "reader," or literary advisor, and I have been reading for the firm ever since. I still go three days a week to their office. All this time, from say my 23rd year onward, I was reading and writing in the evenings. My books had no large sales,

Frank Swinnerton

and the first three have never been published in America. The fourth, "The Happy Family," was published here in 1912 by the George H. Doran Company, and they have published all my books since then. Only in 1917 or 1918, when "Nocturne" was published (1917 in England, 1918 in America, I think) did I get any wide reputation or sale; but "Nocturne" has been translated into most European languages and sells very largely even now. I made the acquaintance of Mr. Arnold Bennett in 1910, when he read and greatly liked my second novel, "The Young Idea," and of Mr. H. G. Wells in 1912, when he read and liked my critical study of George Gissing. The friendship and help of these two men have meant everything to me. They took me, a clerk, into their homes, introduced me to other writers, praised my books, and made

it possible for me to get a literary reputation. But gradually my books were being read more and more widely, and by 1918 I really was pretty well known in England and America. The titles of my books are:

The Merry Heart 1909
The Young Idea 1910
The Casement 1911
(Not published in U. S.)
The Happy Family 1912
(1st Book published in U. S.)
On the Staircase 1914
The Chaste Wife 1916
Nocturne 1917
Shops and Houses 1918
September 1919
Coquette 1920
The Three Lovers 1922
Young Felix 1923

Two Critical Studies:
George Gissing 1912
R. L. Stevenson 1914

I have lived all my life in London, until last year, when I found that if I was going to work properly I must get away from the social world and live in the country. And so I bought a charming cottage in Surrey, overlooking a common, with a little ground all around it and a studio in the garden. Here the greater part of "Young Felix" was written last summer (in the early summer), in ideal surroundings. The cottage is made up of three very old cottages, full of oak beams and antique beauties, which have been converted into one, with modern drainage, etc. It is the cottage I have always wanted. And so from being a little starving boy you see that I have now got almost everything I have ever desired—much more than I have ever expected. I have the friendship of good writers; plenty of very kind and appreciative readers; and there are many books that I want to write. I have never been satisfied with my own work, and I still hope to do something very much better than I have done. Apart from Mr. Wells and Mr. Bennett, my mother has been the person who has had more to do with my progress than anybody else, always helping me by her confidence and interest in it. And I think I must say that although English readers have been very good to me, I have had greater success and more appreciation in America than at home. I have been amazed at the extent to which my books are known and liked in this country.

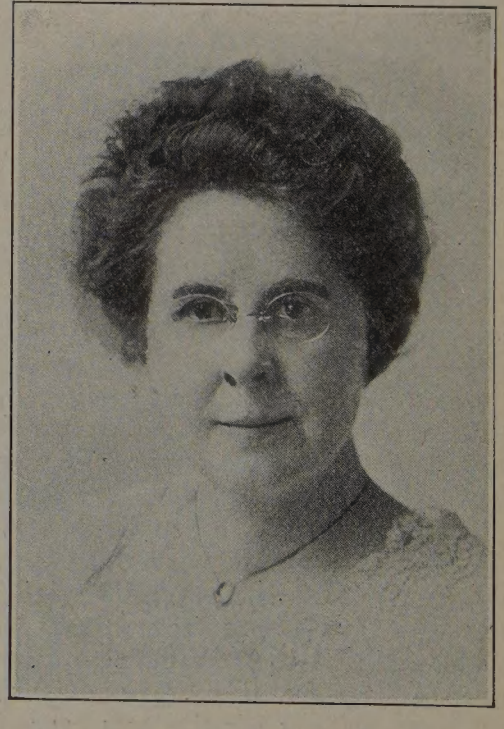
Now, does all this convey anything? I hope so. Please believe how very full I am of gratitude to you for your kindness at Lansing. It made that trip—such a long and sleepless one—a happy experience. I couldn't repay the kindness you have shown, because it meant so much to have you, as it were, behind me.

With kindest regards,
(Signed) Frank Swinnerton.

BEFORE CLASS

By Cortland W. Sayres
Northern High School, Detroit

I'm eager for the bell that brings my class
Exuberantly trooping to my room,
It's tonic just to see each lad and lass;
Their carefree laughter banishes all gloom.
My heart beats fast—I'm challenged now to hold
And mould this raw and priceless human ore.
It's consecrated work—to find the gold.
Before this class goes filing out my door
I'll try to light a candle in some brain;
I'll try to hang a picture in some mind;
I'll try to rouse some soul; to cast a grain
Of wisdom in some heart; to make all find
Real joy in work. Oh, haste thee, Boy and Lass—
I'm eager for the bell that brings my class!



Mrs. Bertha H. Greene, President Menominee Teachers' Club

PERSONALITIES OF MODERN WRITERS

FRANK SWINNERTON
Novelist, Critic, Lecturer

The subject of my talk is some personalities of modern writers and those writers, almost invariably, are English writers because I do not know American writers sufficiently well to speak of them in public.

The English writers about whom I am going to speak are Mr. Compton Mackenzie, Mr. Hugh Walpole, Mr. John Galsworthy, Mr. H. G. Wells, and Mr. Arnold Bennett. I am speaking about those because I know them all intimately. If, when I finish, any of you would like to ask questions about other writers, if there is time I shall be very pleased indeed to say anything about other writers whom I happen to know.

Mr. Compton Mackenzie is the son of a very old and well-known English actor, who acts under the stage name of Edward Compton. That fact has very largely affected not only Mr. Mackenzie's work but also his general demeanor in the face of life. Mr. Mackenzie, that is to say, always carries himself through life with a great air. Everything he does seems, without any deliberate plan of his, to get into the papers.

Mr. Mackenzie does things that most people would not dream of doing, certainly not most writers. He cannot walk down Bond Street, for example, and see an extremely handsome dressing case in the window of a Bond Street shop, the dressing case being priced at three hundred pounds, which is $1,500, I think, without going in and buying that dressing case, and then being surprised when the following morning in the newspaper he sees a headline which says, "Mr. Compton Mackenzie buys a fifteen hundred dollar dressing case."

Mr. Mackenzie has always been different from other writers in personal contacts with life, as is illustrated by the history of even his first novel. Most novelists find it nowadays hard to sell their first novels. Mr. Mackenzie clove to the old romantic tradition of having great difficulty in selling his. He sent it to publisher after publisher and, on one occasion after a number of refusals, he sent it to a publisher for whom at that time the preliminary taster or writer was Mr. Martin Secker. Mr. Martin Secker recommended the publication of the book, which was "The Passionate Elopement," but a super-reader, a woman, rejected this manuscript. About three months later, Mr. Martin Seeker, having saved the sum of one thousand pounds, which is $5,000, thought that he would be very bold and venture into publishing, so he wrote to Mr. Mackenzie and said, "If you have not already sold your manuscript, will you come to tea with me?" Mr. Mackenzie came to tea and there began a strange success for Mr. Secker and Mr. Mackenzie, for that book was talked about for the following few months as no other

H. G. Wells

book—first novel—has been talked about in London for a good many years.

That book was about the eighteenth century, and Mr. Mackenzie, having conquered the eighteenth century, decided to conquer the theatrical world. So he went to stay at Mr. Secker's house and then he called for his pipe and his bowl and his fiddlers three, and, as midnight came round, he dismissed the various members of the household to their beds and sat himself down with a row of pipes and several

John Galsworthy

tankards of beer, a large amount of paper, and his wife sitting at the piano playing the Sonata of Beethoven, and proceeded to write his second novel, "Carnival", which was a much greater success than ever.

Mr. Mackenzie's way of writing "Carnival" is a way he has not followed in writing other books, and I would be inclined to regret that he did not follow his old method, for "Carnival" was written page by page, and as Mr. Mackenzie finished writing a page, he turned the paper over and re-wrote that page completely. The result, it seems to me, is that "Carnival" is the most carefully written of all Mr. Mackenzie's books.

Mr. Mackenzie decided soon after that that he would become an expert in flowers, so he went down to the end of England—Cornwall—and began the cultivation of flowers. He is still an expert on flowers—can tell you all about them, every flower that grows in England and many that do not.

When he had learned all about flowers, he wrote a very long novel known in England as "Sinister Street" and published in America under the title of "Youth's Adventure."

He then decided to go to Capri. Many novelists have gone to Capri but not one of them has had the extraordinary success which attended the stay of Mr. Mackenzie in Capri. Mr. Mackenzie stayed in Capri for some time and then went to the war in Gallipoli, where he worked for a time on Sir Ian Hamilton's staff. He was subsequently appointed to the British Secret Service in Athens. It has been said by those who like to make fun of Mr. Mackenzie that, when the enemy wanted a little information as to the British plans, the enemy sent somebody to see Mr. Mackenzie, who told all there was to be told. Mr. Mackenzie also used to delight his friends by appearing in Athens in extraordinary uniforms of his own design, which were not uniforms of the British Army and not uniforms of any other army, but were like uniforms which people wear in musical comedies. He became a great figure in Athens.

Whatever stories are told, Mr. Mackenzie can always tell better stories than anybody else, as he has a genius for concocting stories of highly amusing character about his friends and particularly his rivals. I do not think his stories are always true as I cannot see how he can know the intimate facts that he records but he is such a fascinating talker that one wishes the stories were true, that people were really as amusing as Mr. Mackenzie makes them seem.

I went last year to see Mr. Mackenzie and I want to tell you not only about the visit but about what was the prelude of the visit. Mr. Mackenzie, having as it were exhausted Capri, decided that it was time for him to go to the South Sea Isles. For some time he walked about London with photographs of a very beautiful sailing

yacht called "Lavengro", appropriately called, so it seemed to me, for if Mr. Mackenzie were to buy it, it would have had to be by "Borrowing". Mr. Mackenzie, in the middle of the determination to go to the South Sea Isles, suddenly learned that it was possible to rent from the English Government two small isles—Herm and Jethou—off the coast of Guernsey. Before he had completed his arrangements to rent these isles, it was announced in the English press that Mr. Mackenzie had bought the Channel Islands. That is the sort of thing that always happens to Mr. Mackenzie.

Although he did not buy the Channel Isles, he rented these two little isles, where I visited him last year. As I arrived at Guernsey in very early morning, I was received almost with state by one of the attendants of Mr. Mackenzie and led to the local hotel, where I had my breakfast while waiting for Mr. Mackenzie's little boat to come and fetch me to the Island of Herm. When the boat arrived I found it was appropriately called "Watch Me". The boat approached the Island of Herm and I saw standing at the end of a jetty a tall figure, which I took to be Mr. Mackenzie. It was not. It was the figure of his engineer, as it were, and first equerry, come to meet me. He received me with the pomp proper to an Eastern monarch and led me some distance into the island, where he was relieved by a second menial, who led me further up a most beautiful winding road, uphill, and to an old chateau, where Mr. Mackenzie greeted me from his bed; and while Mr. Mackenzie dressed, and while I waited for him, somebody was told off to stop the gramophone, and I then for the first time heard that Mr. Mackenzie was not only an expert in writing novels, and in the drawing of flowers, but also a super-expert in gramophones. He has the largest collection of gramophone records in the world. I don't know whether 1,600 or 16,000. Mr. Mackenzie has since started a magazine called "The Gramophone Magazine," which is practically, according to Mr. Mackenzie, dictating the policy of the gramophone industry at the present moment.

Now Mr. Mackenzie in person is an extremely tall, slender, and, I should say, handsome man, who looks much less than forty years. Exactly how old he is, I cannot be sure because he has reached the point in his growth, which, I believe, other people have reached before Mr. Mackenzie, when he has decided to take off a year with each birthday. He finds that he is getting rather too old and so, although I think Mr. Mackenzie to be about forty-one, he possibly may now have reached about thirty-seven.

From Mr. Mackenzie—I must not be too long—to Mr. Walpole is a very easy transition, because, when Mr. Walpole had written his first novel, he showed the manuscript to Mr. Mackenzie, who advised him against continuing the career of a novelist. Relations between the two have never been quite the same since that moment. Mr. Mackenzie feels that Mr. Walpole should not have gone on being such a successful novelist as Mr. Walpole has. Mr. Walpole feels that Mr. Mackenzie should not have given him this very well-meant advice. Mr. Walpole is a very different person from Mr. Mackenzie. He is a very big, broad, rather round and rosy-faced man with a very great deal of affability and cordial interest in the people he meets, and very much less humorous delineation of character than Mr. Mackenzie. Mr. Walpole is humorous but is not satiric in the sense that Mr. Mackenzie is. He is an extremely sensitive man.

It was Mr. Walpole, for example, who, when he heard that I was coming to America, wanted to know what were the subjects I was to speak about, and when I told him that one of the subjects was Personalities of Modern Writers, he said, "Frank, are you going to be facetious? You terrify me." And I promised him I would not be facetious about him. That ties my hands. All Mr. Walpole's friends are inclined to be facetious about him. We all make fun of him to his face and behind his back and on one occasion I remember Mr. Walpole saying to me that he was afraid that if I had to choose between a joke and my friendship for him, I would choose the joke. I said, "I am afraid I would," and he said, "I know you would." You can see, therefore, Mr. Walpole's feelings in the matter of humorous narration of his exploits is something of a handicap to me.

He has a belief that he and I wrote our first novels in the same year and that we submitted them unsuccessfully to the same publishers. I do not think anything of the

kind really happened, but Mr. Walpole likes to believe that it did. As far as I can gather, the novels were submitted for different competitions and it was quite by accident that they did happen to appear in the same year.

From that point there is no possible likeness between the careers of Mr. Walpole and myself. Mr. Walpole sprang almost immediately into considerable success and reputation. He has been known in America as a successful writer for something like a dozen years.

He lives in the most remarkable state of any novelist I know and that state is that he likes writing novels. No other novelist that I have met enjoys the act of writing novels. Mr. Walpole will actually turn from a good breakfast to his writing pad with the same enthusiasm. I don't think there is any other writer living who so enjoys the act of composition. I think he probably could write a dozen novels a year if it were only a matter of the pleasure of composition. Some sort of instinctive criticism, instinctive self-criticism, prevents him from doing that, so instead he writes one a year, or two a year, or one in two years as inclination moves him.

Mr. Walpole, as a young man, was a secretary to Henry James. At the beginning of the war he went to Russia, where he gained invaluable experience which he put into his book "The Dark Forest." It is recorded of Mr. Walpole that during the revolution in Russia, when the fighting had just begun, he was writing his novel "The Captives" and was implored by those who took an interest in the revolution to come and see it in action but he replied, "Can't you see I am busy." He was writing "The Captives" and nothing was going to disturb him.

I want now to go on to three much older men than Mr. Mackenzie and Mr. Walpole: Mr. Galsworthy, Mr. H. G. Wells, and Mr. Bennett.

Mr. Galsworthy is the man of those three that I know the least. He is the most dignified of the three. He is supposed to be, by many people, a typical English gentleman but, although he is a gentleman, and although he is certainly English, he is not to my mind a typical English gentleman. For one thing he is too intelligent. He is very intelligent and he is very humane. I should say that humaneness was the characteristic of Mr. Galsworthy's personality. He feels any sort of cruelty, whether to human beings or to animals, more acutely than he feels anything else. There is running through Mr. Galsworthy's nature a strong streak of sentimentality. He feels more acutely than the people or the animals about which he is talking can possibly do. I can remember hearing from Mr. Wells that Mr. Galsworthy was almost in a passion of distress because he had learned that by some process of killing sheep each sheep lived one-half second longer than it need to. You see what Mr. Galsworthy was doing—he was adding those half seconds into a positive eternity of pain.

That is what Mr. Galsworthy always is doing—he is feeling more sensitively than the people about whom he is writing. He has this sentimental vein, this humanitarian instinct, and he is trying to hold the balance even throughout. He is trying to say, "There is a great deal to be said on both sides," but it is very, very easy, I think, in reading one of Mr. Galsworthy's books or seeing one of his plays, to realize that his genuine sympathy is with the under-dog every time. That, in a way, is very much to Mr. Galsworthy's credit.

He is a member of the English middle class. He has always had money of his own, never had to work for his living. To this day writing novels is not a necessity to him. The result has been, I think, a slight inability quite ever to get to the bottom of the hearts of the English poor people, a tremendous determination to get to the bottoms of their hearts but somehow a characteristic inability to do so.

The first time I met Mr. Galsworthy it was by his own suggestion, and I had an extremely uncomfortable experience because Mr. Galsworthy sat opposite to me at the luncheon table and said very little indeed. I was the person who was made to say most and I had the uncomfortable feeling that Mr. Galsworthy was becoming aware not only of the number of my teeth and the color of my eyes and the general details of my appearance, but also, through his prolonged and extremely severe scrutiny, of facts concerning myself which I might have found inconvenient for him to know.

In order to show you that that first impression was not the only one, not even

the true one, I must tell you that when I next saw Mr. Galsworthy it was at his own house, and Mr. Galsworthy gave me champagne to drink, and when I had drunk champagne with Mr. Galsworthy I told him the story of my life. That, it seems to me, is sufficient indication that the severe scrutiny of Mr. Galsworthy's first interview is not the whole truth of his attitude towards his fellow creatures. I think he is really interested in them and capable of making them tell him all the truth about themselves.

Mr. Galsworthy in person is also like the other two I have mentioned, fairly tall, and he has the most dignified carriage of any man that I have seen. He is obviously a man of very great sensitiveness and very great dignity and very great understanding. You cannot be in his company and see his really noble face and hear his refined speech without realizing that he has an extraordinarily delicate and sensitive nature. That, I think, is borne out by his work.

I could not say of Mr. Wells that he has the same dignity and the same delicate sensitiveness of Mr. Galsworthy. Mr. Wells seems to me to have a very much greater quality. You cannot be content to differ with people about Mr. Wells. People feel very strongly about him. They either like him or they don't like him. I think possibly that is true of those who meet him personally as well as those who read him.

Mr. Wells is not supposed, I understand, in America to be a very humorous person but I can assure you that Mr. Wells is an extremely humorous person. He is extremely humorous and extremely mischievous. You can see he has a pair of very large and mischievous blue eyes and the next thing you become aware of in talking to him is that it is his first impulse to discover what he can do to tease you. His first impulse with regard to everybody is to tease them. I think sometimes that is in his books but if one does not know Mr. Wells' views and habits, one may not realize that one is being teased.

Coupled with that capacity for teasing, Mr. Wells has this almost fanaticism in the cause of education. He is an educational fan. The idea of writing "The Outline of History" did not occur to him. He never intended to write it. All he felt was that it was necessary for somebody to write the outline of history and I can remember I was in his house along with the Librarian of Harvard, whose name I have forgotten, and Dr. Harold Williams, the present foreign editor of the Times, when the first scheme for the outline of history was drawn up. Mr. Wells then invited these men to tell him of anybody who would write such an outline. He was not keen to write it himself, but he felt that such a book as this was necessary.

Now some time went past and then everybody became aware that Mr. Wells was absorbed in some work. From his conversation we could almost discover what point he had reached in writing "The Outline of History." We found that one week he would be full of Mohammed, and another week he would be full of Michelangelo or some medieval character, and so we knew that he was very, very deeply bitten with this new passion.

There is that to be remembered about Mr. Wells—whatever idea he has, he seizes it. It grips him. Not only does he seize it, but he is seized by it. For this reason he is constantly being an enthusiast about one cause or another, and it is that fact which makes many people rather annoyed with Mr. Wells because they feel that he is always off at a tangent. The quickness with which his mind works is quite exceptional and he makes very rapid comment upon the characters of those he meets, upon every incident that comes before his notice. I think he is often unjust to ideas or to people whom he does not quite understand at the outset because his own mind can think of such quick things that he does not listen always to what someone else is saying or someone else has written in order to reply to it. For example, I can remember Mr. Arnold Bennett once said that Ferrero's History of Rome was a great book, and Mr. Wells said, "Oh, no, Arnold, not a great book." Mr. Bennett said, "Yes, a great book." Mr. Wells said, "No, a brilliant book, not great." I said, rather teasingly, "H. G. is afraid of brilliancy," and Mr. Bennett said, "It will be his ruin yet."

You see that Mr. Bennett was really accusing Mr. Wells of brilliancy and you can quite understand why Mr. Bennett, who secretes his own brilliancy under an air of great quietness, should be disturbed by the displayed brilliancy of another man.

There is a very great contrast between Mr. Bennett and Mr. Wells. They are great friends. They could not be great friends unless they were so strongly contrasted. Mr. Wells, for example, has this very quick and very biting wit. Mr. Bennett has an equally quick wit, coupled with a very modest stammer.

Now, I can remember Mr. Wells on one occasion being very cruel at the expense of Mr. Masterman, the late editor of the Nation. It was during the war when Mr. Masterman was being extremely gloomy about one thing or another. He came to be called "Mrs. Gummidge" because he was so distressed at everything. When the Allies or France seemed to be gaining ground, "Mrs. Gummidge" felt that they would presently have to give ground again. When the enemy seemed to be gaining ground, Mr. Masterman believed that the apparent thing was real, with the result that Mr. Wells became extremely impatient with Mr. Masterman, and on one occasion when Mr. Masterman came into the club-room where Mr. Wells and I were sitting, Mr. Wells looked at Mr. Masterman. Mr. Masterman came into the smoking room and strolled about in an extremely gloomy way waiting for a particular waiter to give him a particular cigar which he liked to smoke. Mr. Wells looked up, saw Mr. Masterman and said, "Hello, here is Masterman, afraid there is some good news." It was irresistible. Everyone who knew Masterman and knew Wells, knew the comment stirred by weeks and weeks of constant reading of the Nation by Wells and his exasperation with him.

I have a few minutes to speak of Mr. Bennett. Mr. Bennett is entirely different from Mr. Wells. He is very slow in his manner. He has an almost magisterial way of walking. He looks at you with a very tired and cold eye and, if you take that appearance for reality, you will be extremely deceived as to Mr. Bennett's real character. He is the most generous, most human, and most modest man I have ever met without exception. I will show you one slight example of his modesty.

On one occasion there was a dinner being given to C. F. G. Masterman and a certain Lord was delivering a speech. When he came to deal with the position of Mr. Masterman as a writer, he said, "I must be careful in speaking of Mr. Masterman as a writer because we are in the presence of five writers, but I will name them in alphabetical order so that none of them shall be jealous: Arnold Bennett, Augustine Birrell, E. K. Chesterton, Frank Swinnerton, and H. G. Wells." At which Mr. Bennett called out, "The order is right." Nobody but a modest man could have called that out. The conceited man would have thought it but would not have said it. Mr. Bennett had the courage and the modesty and the humor to call it out.

I first came into contact with Mr. Bennett in 1911 because I read "Clayhanger", and I wrote to Mr. Bennett saying, "Dear Sir: I have just read 'Clayhanger' and I think you ought to read my book. I do not wish to hear from you about it." Such rudeness to Mr. Bennett or an older man might have caused counter-rudeness in that older man. In Mr. Bennett it produced nothing except a small acknowledgment of the book and later an extremely nice and cordial letter of praise of my book. In the course of it he said he would like to meet me. Later we met and our meeting was an extremely embarrassing one because, in the first place, another guest, who had been invited for the following Tuesday, arrived simultaneously and was sent away. That was extremely miserable to me as the guest was a woman. He had made up his mind to see me on that day and the other writer on the following week when Mrs. Bennett was to be there, and so this unfortunate woman was sent away while I held the field. She had mistaken the day of her appointment and was thoroughly in the wrong and was entirely stupid in turning up on this particular day, but that did not make me feel any better.

Mr. Bennett and I sat down to lunch together and the most terrible misunderstanding arose. I began talking about Thomas Hardy and he was talking about George Meredith in the belief that both of us were talking about the same man. You can imagine what the outcome was. It was exasperation and embarrassment for both of us. We conversed farther and we then parted with the understanding that we would meet again but we did not meet until three years later, and then the occasion was produced by a strange misunderstanding on the part of Mr. Bennett.

I wrote a novel in which I made a young man propose to a young woman whom he did not want to propose to and wasn't very happy about it and in the book it said, "He was not happy. He was excited. In his ears there rang the words, 'It is done. It is done' like the dreadful ringing of a bell at night on a dark sea."

I had never heard a bell ringing at night on a dark sea but I thought it would sound horrible. He read that paragraph and said, "There are things in your new book that make me want to meet you again." He said, "Have you done much yachting?" He assumed that anybody who could write about a bell at night on a dark sea must be a yachtsman. The result was that I said I had never been on a yacht at night and he invited me for a week-end on his yacht, and I must tell you what I think to be the foundation of Mr. Bennett's respect for me, which has lasted to this day. It is this. We finally, on the first evening of our travel, went to bed each in his own little bunk. It was a very small yacht. The two bunks were separate and the width of the cabin must have been that of a mast. He said he had just bought a book, "Justice of the Peace," by Frederick Niven, and I said, "Oh, what made you do that?" "Well, I saw a review of that book, a remarkable review, in the New Weekly, and the man who wrote the review seemed to know his job. Have you read the book?" I said, "Yes, I wrote the review." That is the sort of thing that usually happens in dreams but it really did happen in this case. I think that appealed to Mr. Bennett's sense of the dramatic and that it carried him over the next mistake I made in discussion.

If any of you do wish to ask questions about those people I have mentioned or those that I have not mentioned, I shall be very pleased to answer them if I can.

Mr. Swinnerton, on being asked to tell something about himself, spoke as follows:

"I do not know really quite what is of interest about myself. A good deal of the truth is told in a book that I have just published called 'Young Felix.' There are descriptions in that of some peculiar hardships I did endure.

"I think possibly I had better say that at the age of ten years I became a writer. I ran a little family magazine called "The Family Magazine" and it contained articles—very expert articles—on cats and their habits, and also on how to tell a good milkman. At that time I was going around very proudly helping a milkman on his round. They deliver milk in little carts, which are made rather like chariots and drawn by a single pony, and it is a fine thing to be able to stand, if you are a little boy, beside the milkman if the milkman is bumping up and down, and sometimes to be allowed to go and knock at the doors with a milk can of your own and call out "milk" at the top of your voice.

"From that time I always ran little family magazines of one kind and another, and when I was eighteen I wrote my first novel, which was sent to one publisher, rejected by him, and destroyed. I am happy to say that everything I wrote as a little boy has been destroyed. I think I wrote two very short novels before writing the book "The Merry Heart," the first one to be published. That was written when I was twenty-three and accepted on the evening of my twenty-fourth birthday. As my friends are very candid about what I write, one friend said it was very good of the publishers to publish it, and I said they had it read three times before publishing and I don't know what else you can expect. He said he didn't know how bad a book might be and yet get published. Yet the book came out with extremely gloomy forebodings on his part and on the part of my other friends. It received extremely favorable press attention. There was something about it very fresh, although not in the American sense. It was springlike, juvenile, amateurish, so I was encouraged to go on and write another book, 'The Young Idea.' It was that book I sent to Mr. Bennett with the rude note I told you about.

"I then wrote another one, and those first three books were not published in America at all.

"With the next book, 'The Happy Family,' I did begin to have books published in America, but it was not until three books later when a book called 'Nocturne' came out that I was really very much respected in either England or America.

" 'Nocturne' was written under almost indescribable difficulties. At that time my mother and I lived together and it was war time and it was extremely difficult indeed

to get any servant and so we lost a rather middle-aged lady who preferred to go to a district where air-raids were less constant. She left, with the result that my mother fell ill and I was getting up in the morning about 7:00 o'clock and getting my own breakfast and my mother's breakfast. She ate lying in bed. I then hurried down to London to the offices of the publishers for whom I was then reading manuscript, bringing home my manuscript and books I had to review and read in the afternoon, and when I got home again about midday, I got my own luncheon and my mother's luncheon, and did whatever nursing was required, and then I cleaned the house, washed the dishes, etc., and settled down to read, and towards the end of the day, after I had seen to the furnace pipes outside by putting hot water bottles on them, and done some more nursing and housecleaning, I used to write a little of 'Nocturne.' After an hour or two of writing, I used to go up to my mother's bedroom and read what I had written but there would be no reply from my mother and I would say, 'Do you think that is all right?' and still there is no reply because my mother is fast asleep.

"Those are the very discomforting circumstances under which I wrote the novel, and I felt the book was so bad nobody would notice it. I delivered the manuscript to the publisher, who is Mr. Martin Secker, chapter by chapter, with the result that I delivered the manuscript of the last chapter the day before I received the proofs of the first chapter, and Mr. Secker brought in the proofs of the first chapter and said, 'I think it begins very well,' and I said, 'Oh, do you? I am afraid that is the best of it.' He went away but came in with the second page of proof and said, 'I think it is a masterpiece.' I could not believe him. I felt he was being ridiculous.

"The book came out and nobody took much notice of it until Mr. Wells got indignant with the papers for giving so little attention to it and wrote to the Daily News. Since then everybody has compared what I have since written with it and said it was not as good as Nocturne with the result that I am almost sorry that I ever wrote it, if it were not for the fact that if I had not written it I probably should not be here today."

BE VACCINATED AGAINST SMALLPOX NOW

Smallpox is one of the most loathsome of diseases and before the discovery of vaccination was one of the most deadly. It causes 500,000 deaths a year in India where vaccination is not generally practiced. Careful estimates show that 100,000 cases of smallpox occur annually in the United States. The mortality is not so high as in India because many cases occur among those who are partially protected by an old vaccination. But the disease rises at times to a high degree of virulence. In 1885 an outbreak in Montreal, which had long neglected vaccination, caused the death of 3,164 persons.

Just now smallpox is increasing in frequency and in virulence in the United States. In 1921 Denver, Colorado, had 924 cases with 37 deaths; in 1922 there were 247 deaths in 802 cases, a mortality eight times as great.

The number of cases of smallpox appearing in any community and the deaths resulting therefrom are always in inverse ratio to the thoroughness with which vaccination is carried out. In New York, where the sentiment against vaccination is not very strong, the smallpox ratio is only .05 per 1,000 of the population. In Minnesota, where the anti-vaccination sentiment is stronger, the ratio is 2.46 per 1,000 population, nearly fifty times as great as in New York.

Vaccination is not dangerous. When bovine virus is used that has been tested by government experts, and the vaccination is done carefully, the risk of harmful effects is negligible. It is more dangerous to cross a crowded city street in these days of automobiles than it is to be vaccinated.

Have yourself revaccinated if you have not had a successful vaccination within five to seven years. By all means be vaccinated *now* if you have never been protected in this way. And, above all, have your children vaccinated. You have no moral right to deprive your children of the certain and safe protection which vaccination provides against this loathsome and deadly disease. —Hygeia.

EDITORIALS

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FRANK SWINNERTON

We desire particularly to call the attention of our readers to the autobiographical letter from Frank Swinnerton, which is the first article in this issue of the JOURNAL. It is a piece of writing which is most interesting on account of its content, and which is characteristized by such simplicity and skill in composition that in the years to come it will probably be quoted again and again as the work of a great literary artist. We are fortunate indeed to be able to publish it, and we wish, in behalf of the teachers of Michigan, to thank Mr. Swinnerton for giving us this opportunity.

SCHOLARSHIP AND SMOKING

Mr. H. C. Daley, of the Highland Park High School, has been making a serious effort to break up the habit of smoking by his high school boys. Among other things the director of the Survey Department of Highland Park has made a study of the standings of these boys as compared with the standings of boys in general. The results secured show that the average boy secures 9 per cent of excellent marks, while the smokers secure only 5 per cent; the average boy secures 21 per cent of good marks, while the smoker secures only 17 per cent; of average marks the general group get 36 per cent, while the smokers get 34 per cent; of poor marks the general boy gets 27 per cent, while the smokers get 31 per cent; of failures the general group get 6 per cent, while the smokers get 11 per cent. Mr. Daley says in the manufacturing world the elimination of a factor that seems to be thus associated with a possible 76 per cent increase in the highest grade of output and the possible decrease of 83 per cent in the scrap heap would probably attract more than passing attention. As Principal William Prakken says, "High school scholarship and smoking seem to be headed in opposite directions."

DETROIT'S EDUCATION BUDGET

A dispatch from Washington dated February 2, 1924, says that New York was the only city in the United States which spent more money for new school buildings than did Detroit in 1922, Detroit's outlay for that year being $12,678,000, while New York's was $13,881,000. Detroit's nearest competitor was Los Angeles, where $7,036,000 was spent.

While Detroit spent this large amount for permanent improvements in 1922, its appropriations for running expenses, for teachers' salaries, and for other similar costs, were by no means high. They amounted to $12,671,000, and were exceeded by four other cities, even Cleveland's total being $12,861,000.

Two conclusions are to be drawn from these figures: First, Detroit is growing more rapidly than any other city in the country except New York; second, the school system of the city is being operated with great economy.

A WARNING TO PARENTS

Robert W. Ward, Principal of the Mt. Clemens High School, has sent the following letter to parents, urging them to keep track of their children when they are not under teachers' supervision:

"We have found among a very few students these conditions: Girls making frequent trips in autos with married men; girls and boys leaving parties quite early (all high school parties close not later than 11 o'clock) and then doing improper things during subsequent

auto rides; boys visiting a so-called 'beer farm' and obtaining booze; boys frequenting resorts where beer was sold; boys helping themselves to 'private stock' in their homes.

"While all these things have happened outside of the school's jurisdiction, I am seeking your help because these things may lead to the downfall of your boy or girl. No amount of high school training will prevent it unless you know where your child is at all times."

This is sound advice and apparently is needed in several Michigan communities.

TEACHERS!

A history of the Michigan State Teachers' Association is being compiled. We desire to make it as complete and accurate as possible.

Have you any material or can you tell us of any available material that may be of assistance in this work? We are particularly interested to know if there are any existent copies of the "Michigan Journal of Education and Teachers' Magazine," the first publication of the Association, or of the "Michigan Teacher" published at a later date.

We also desire to secure one or more copies of the M. S. T. A. official programs for the years 1916, 1917, and 1918.

We shall greatly appreciate your assistance in this matter.

E. T. CAMERON,
Executive Secretary.

Lansing, Michigan.

NEW BOOKS RECEIVED

The Unstable Child, by Florence Mateer. D. Appleton & Co.

Office Management, by Lee Galloway. Ronald Press Company, New York City.

Office Administration, by J. Wm. Schulze. McGraw-Hill Book Co., New York City.

Essentials In Journalism, by Harrison & Frankenberg. Ginn & Co.

Studies In Public School Finance, No. 1 The West, No. 2 The East, by Fletcher Harper Swift, Richard A. Graves, and Ernest Walter Tiegs. Research Publications of the University of Minnesota. No. 1, $3.00; No. 2, $2.00.

Newspaper Publicity for the Public Schools, by Rollo George Reynolds, Director, Bureau Educational Service, Teachers College, Columbia University, N. Y.

PUBLICATIONS
OF THE
MICHIGAN STATE TEACHERS' ASSOCIATION

The following publications of the Michigan State Teachers' Association can be secured from E. T. Cameron, Executive Secretary at Lansing, Michigan, at the prices quoted. Remittance must accompany the order.

Michigan Education Journal .....$2.00 per year
Rural Education in Michigan .....Free
Projects in Early Elementary Grades .....Free
Preliminary Report of Committee on Uniform Child Accounting and Unit Costs .....Free
Equalization Plan for Primary Fund Apportionment .....Free
Facts About Costs of Consolidated Schools .....Free
Teachers' Self Rating Scale .....One Cent Each
Teachers' Rating Card .....One Cent Each
Code of Professional Ethics—Teachers (1923) .....Free
Syllabus of Bible Study (Bulletin No. 50).

Syllabus of Bible Study for Senior and Junior High Schools (Bulletin No. 50) should be ordered direct from State Superintendent of Public Instruction, Lansing, Mich. Price 20 cents each. Remittance must accompany order.

Bulletin No. 1—Report of Salary Committee (1923).

A GENERAL LANGUAGE COURSE

MISS LILLY LINDQUIST
Supervisor of Foreign Languages, Detroit

An Address Delivered Before the High School Principals' Convention

By the term *general language* I mean a survey of language as a whole, beginning with its earliest development, its nature, and its function, which takes us back to primitive man and shows us the influence of language on the progress of the human race. Then follows a study of the origin and growth of the English language and its relationship to other languages. This involves an analytical word study, breaking up words into stems and affixes and finding their sources with their original meanings, synonyms, and antonyms. This starts an acquaintance with the dictionary which, it is hoped, will grow into a real life-long friendship.

In the course of development the pupil comes into contact with Latin, Greek, French, German, Spanish, Italian, etc., at least enough to realize the value of foreign language study for an understanding of the foreign elements of English.

The *purpose* of this course is to provide a basic language course for all pupils before they undertake intensive work in any one foreign language. The course will serve as a prognosis of language ability. But whether the pupils subsequently undertake the study of a foreign language or *not,* this course has several advantages over starting the pupils at once in Latin or French.

1. It is a unit in itself;
2. It opens up the field of language to the pupil so that he may elect a foreign language with a better understanding of its significance;
3. It serves as a try-out course for language ability and commends itself therefore as a measure of economy of both time and money in that it eliminates from foreign language study pupils who show marked lack of ability for such study, which requires at least two years of persistent effort before the benefits are felt;
4. It is of practical value in improving the pupils' English;
5. It fosters a habit of weighing words and meanings which is of real value for accuracy of thought and expression;
6. It enriches the vocabulary, thereby tending to give the pupil increased ability to *think and express thought* and also to *interpret thought* more understandingly;
7. It arouses a keener interest in the development and progress of the race;
8. It correlates with all English work as well as with history and geography.

Language is a tool for *thinking* as well as for *expressing thought* and any course which helps to develop language-power is of prime importance. May I quote the opinions of some prominent thinkers on this point. John G. Hibben, President of Princeton, says, "The most practical gift we as teachers can present to our students by means of which they may be able to win their way in the world is the *power of thought.* If we can teach our students how to think, we have taught the secret of *practical success.*"

The philosopher Leibnitz said: "I verily believe that languages are the best mirrors of the human mind, and that an exact analysis of the signification of words make us better acquainted than anything else with the workings of the understanding."

Coleridge in his "Aids to Reflection" says, "In a language like our own, so many words of which are derived from other languages, there are few modes of instruction more useful or more amusing than that of accustoming young people to seek for the etymology or primary meanings of the words they use."

N. C. Schaeffer in his book "Thinking and Learning to Think" says, "Next to furnishing ideas or something to think about, the thing of most importance in teaching a pupil to think is to *enrich his vocabulary,* to *train him in language.*"

So much in justification for attempting this course.

Now as to our *method.* In order to bring the large amount of material within the range of eighth and ninth grade pupils we proceed from what they already know and draw out from the pupils ideas which they have probably never put into words before.

We arouse the interest in various ways. I ask the pupils to help me with a new language course. Then I begin: "If I say *cat* what does it convey to you? Why? I receive more or less intelligent answers, although most of the pupils lack the ability to formulate their ideas. I then draw on the board a *house* and label it *cow* and there is a shout of derision. I ask *why* and receive very satisfactory answers. Then I write *casa, maison, domus, hus,* and there is silence; the pupils seem to sense that I am giving perfectly legitimate names to the object, but something foreign to English. This brings us to the discussion of *different terms* used for the same object by different people. We are now talking about the nature of words—what is a word—every pupil thinks he knows, but he can't quite express it so that we are all satisfied. By putting together our ideas we finally evolve a definition of a *word* and then of *language.* But this takes several days, the first day probably five or six doing all the talking, but before the week is up we have everybody volunteering views and reports of arguments from home, "father says"—"mother says"—etc. We discuss a world without language—how language probably began, why it began, how the baby begins to talk. Here I produce my first experiment. I make a dozen gestures and each pupil writes down what they mean. This is discussed and pupils give additional gestures. We are pretty soon agreed that language *began* with gestures and their inadequacy in the dark or at a distance necessitated cries, and so on. I can't go into more detail, because I want to tell you much more.

My next experiment is a short descriptive paragraph with questions to be answered in writing to find out what the pupils read into it. How does it happen that on tabulation we find ten or fifteen different answers to the same question based on the same paragraph? I elicit from the pupils remarks about the value of words, the parts words play in a picture, their meanings and variations depending on the previous experience and imagination of the reader. We discuss literal and figurative meanings, general and specific terms, abstract and concrete terms, denotations and connotations.

My next experiment is the opposite of the first; three or four pictures to be described so effectively that we can not possibly mistake the picture intended. My purpose here is to develop the habit of exact observation.

By these experiments we stimulate the power of analysis, we give the pupil his first lesson in *Logic,* the science of correct and accurate thinking.

We now begin analyzing separate words. We arouse interest by some such words as auto-mobile—where did it come from, what does it mean, how did it originate? We tell them *auto* means self in *Greek* and *mobile* means *moving* in Latin. Do you know any other words with *auto*—what is *autograph*—self-writing from the Greek, graphein—to write. What is *telegraph*—at a distance writing. What is *telephone,* at a distance sound—Phonograph — sound writing. Photograph, light writing. What is geography? How can you find out? Look it up in the dictionary. Very well; what do you find when you look up a word in the dictionary? Five things. 1. The spelling, 2. The pronunciation, 3. The part of speech, 4. The derivation, 5. The meaning. In addition we get synonyms and antonyms. We may make at least two words grow where only one grew before, we are good producers! and our production is intelligence. It is only the seed, of course, that we are planting, but we expect it to grow and produce an abundant harvest of young enthusiasts to whom language is a living thing which they help to make or unmake and which will serve them as an efficient tool, in every walk in life.

But I shall not dwell on this, because I want to show how the foreign languages come into this work. "I have a new experiment today, class, I am going to give you all papers containing a paragraph in French; look at it very carefully and follow the words as I read it; now take some paper and write down all that you can understand; guess at anything you are not sure of. Then at the end answer the two questions attached, namely, have you ever studied French and how does it happen

that you can understand so much of it?" The words are mostly derivatives. I get almost perfect translations from the pupils. This I consider a test of language sense. There is now so much satisfaction at having understood, that the pupils want to learn *how to say it*—they beg for it, and we want them to have that practice—we develop questions and answers in French—learn to count, add, multiply, and subtract in French up to 100—learn a French song, and *all that in eight lessons.* We are not trying to teach French, only to arouse an interest and develop later on the French element in English. We do the same with German—we give them as much as they want, and if they were not eager we would go right on without spending more than a day on it. Then we come to Latin. Here we have to indicate the importance of endings and grammatical constructions. We learn to sing America in Latin, we learn mottoes and well-known quotations, how to count, etc. We have by these experiments demonstrated that there are in English elements from all these languages, and now we begin a historical investigation of the beginnings of English. With the aid of a map we develop the early history of Britain. As our pupils have studied neither English nor Roman History we have to spend a good deal of time on this work, but they like it and write very good compositions on this material.

When they discover how English comes to be so composite they are more interested in foreign words and become interested in the study of Latin prefixes, suffixes, and stems of frequent use such as *prob*are (prove), *spect*are (look), *pend*ere (hang), *fac*ere (make) or (do), *pon*ere (put), *voc*are (call), *scrib*ere (write), etc.

We hand them lists of about fifty stems of frequent occurrence in English together with the most common prefixes and suffixes. From these they make long lists of words. Throughout the course we put into the hands of the pupils from time to time leaflets containing a concise summary of the facts we have developed as a unit of work. We have no text-book. We keep a scrap book, and the pupils bring in quantities of material—new words from the newspaper, words used in their other classes such as *plus, minus, geometry, diameter, biology, decimal, bisect, triangle,* etc.

In studying the changes in the English language we study specimens of early English, Chaucer, and Shakespeare and compare their language with that of modern writers.

We discover how the fundamentals of grammar and syntax developed.

The class work has been carried on in different ways. Sometimes we organize the class into committees and they work in groups on different topics and problems using material loaned by the Public Library as well as the school library. The reports of the committees are given before the whole class—each committee takes as long as it needs for each piece of work. This committee work has its advantages and disadvantages, of course. It produces competition and it enables followers to work along with the leaders—under guidance—but it makes it possible for the lazy ones to rely too much on the others. It detracts from the individual's glory in his own work, but it develops a spirit of co-operation.

The teacher prepares a list of fifty topics or problems and each committee selects two or three of those. Some of the topics were "A comparison of terms used in England and America." (This was developed in the form of a playlet—an Englishman came to this country and used English terms with disastrous results.) "Doublets." "Words formed from the names of persons and places."—"Geographical names." "Words that have come into the language in the last fifty years." "Borrowed words." "Learned words versus vulgar words." "Changes in meanings of words." "Associative meanings or Connotations." "Latin words in daily use in English." "The history of the alphabet," "Euphemisms." "Common abbreviations, their sources and meanings." "Homonyms." "Metaphorical use of words," etc.

The needed references are supplied to the groups.

Here is an example of the scrapbook material brought in by the pupils:

OUR LANGUAGE

Oh, where can a man buy a cap for his knee,
Or a key to a lock of his hair?
Can his eyes be called an academy
Because there are pupils there?

In the crown of his head what gems are found?
Who travels the bridge of his nose?
Can he use, when shingling the roof of his house
The nails on the end of his toes?

Can the crook of his elbow be sent to jail?
If it can, pray, what did it do?
Where can he sharpen his shoulder blades?
I'm sure I don't know, do you?

Can he sit in the shade of the palm of his hand?
Or beat on the drum of his ear?
The answers are simple, you understand,
For English is very clear.

A last word as to the pupils' attitude to this course. One eighth grade class this fall was to be free after lunch to go somewhere, but this class meets right after lunch so they requested the principal to be permitted to have this class meet before they left. I can't conceive of keener interest and it is typical of the spirit of the classes.

That the course actually serves to enrich the pupil's vocabulary we find from his use of new words in his compositions. That he has broadened his interests we find from the large amount of reading material from books, magazines, and newspapers which he brings in for the teacher to see and approve for the scrap-book. That he becomes interested in foreign languages we find from the books he brings asking us to translate something or to tell us that he can understand this from a brother's Latin book or a sister's French or Spanish book. That he enjoys word-analysis we find from the charts he likes to build up on different stems, and the sentences that he constructs. Here is an example of the stem *port*. "The porter reported that the reporter had lost the important reports that were in a portable portfolio ready to be transported to the bureau of exports and imports." Ten uses of the stem *port* in one sentence is not so bad! That the material is not beyond the average eighth grade pupil we find from experimenting with classes in different schools in different neighborhoods from all-American homes and from foreign homes. One Polish girl complained that her father read all the books she could get from the library so that she could not read them herself before the books were due. One boy reported that his brother, who is now out of school working, said that if he had gotten anything as interesting when he was in the eighth grade he would have been aroused to go on to the high school—he said he used to hate the English class.

Of course the teachers have to be trained, they must have studied Latin and at least one modern language, but it does not require the mastery of any foreign language. Any teacher who is interested can easily prepare herself to handle this work.

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TO TEACHERS OF ENGLISH, A CHALLENGE

GEORGE STARR LASHER
President Michigan Council of Teachers of English, Ann Arbor

To make the teaching of English more effective in every school in the State of Michigan is the single purpose of the Michigan Council of Teachers of English. Believing that training in the use of the mother tongue is the obligation of every teacher in every school, regardless of the special subject or subjects a person may be teaching, the officers of the Michigan Council felt that some direct contact should be made with all teachers in the state. A request for a regular allotment of space in THE MICHIGAN EDUCATION JOURNAL was therefore made to Editor Edwin L. Miller. The request was granted in a prompt and generous manner, and so the Michigan Council of Teachers of English has the chance of proving itself worthy of an opportunity to serve all the teachers of Michigan, and through them all the boys and girls of this commonwealth.

Such an opportunity is a challenge to the teacher of English. In the solution of such problems as teaching the boy and the girl to get the thought from the printed page accurately and quickly, to express ideas and purposes with clearness, with correctness, and with effectiveness both orally and in writing, and to find inspiration and wholesome enjoyment from literature, every thoroughgoing teacher of English feels that not only is he contributing to the efficiency and happiness of tomorrow's citizens, but he is making it possible for all teachers of other subjects to secure better results from their efforts in teaching. If the last contention can be convincingly upheld, we can secure the co-operation that is so much needed in re-inforcing the work done in the English classroom.

Contributions to these columns are therefore needed that will interest all teachers in problems of teaching English as well as more highly specialized topics that will appeal primarily to teachers of English. There are few teachers indeed who cannot from their experience and their own thinking make contributions that will help other teachers, and I make a very earnest appeal that every one feel that he or she has been directly asked to send to me suitable material. Of particular value will be concise accounts of projects and experiments that have been actually worked out, suggestions for classroom procedure, reports of co-operation with other departments, and discussions of live problems, including those of a controversial nature. Material dealing with problems in schools located in the smaller towns and cities and in rural communities is especially desired.

If any evidence were needed that improvement in the training of boys and girls in their use of English is of vital importance, it was furnished recently by a committee at the University of Michigan organized to study the question of why freshmen fail. The committee was composed of representatives of the various departments of the University that deal directly with freshmen. It is significant to teachers as a whole and doubly significant to teachers of English that practically every member of that committee, representing a wide range of collegiate subjects, agreed that the most fundamental and widespread cause of failure is inability on the part of freshmen to read intelligently and to express themselves both orally and in writing clearly and correctly. That verdict came not only from men for whose work the high school offers no fundamental courses, but also from those whose courses are based definitely upon the preparation offered in the secondary school. This feeling that inadequate preparation in English is a cause of failure is not confined to those who deal with the product of the school in the college classroom; it is recognized by business and professional men and by others who come into contact with the boys and girls as they leave the schools.

The criticism implied in the foregoing paragraph cannot be extended to all teachers of English or to all schools. There is much excellent teaching of the mother

tongue being done in Michigan. What is desired is that those who are responsible for satisfactory results in certain communities shall, as far as possible, extend their influence for good to the state as a whole so that failure either in college or in life cannot be credited to inadequate training in English. It is to that end that the Michigan Council of Teachers of English dedicates itself.

The Michigan Council came into being because there was a need felt for an organization that could make a campaign for improvement of the teaching of English on a state-wide scale and could affiliate itself with the National Council of Teachers of English so that Michigan might profit by the efforts being made nationally toward the same end. It is a curious fact that, although Michigan educators were prominent in the organization of the National Council of Teachers of English, Professor Fred Newton Scott of the University of Michigan being the first president, it was not until 1923 that the teachers of the state became affiliated with this educational body which has played such a splendid part in increasing the effectiveness of the teaching of English throughout the country. This was due to the fact that no state organization of teachers of English existed. The adoption of a constitution at the 1922 meeting of the English section of the Michigan Schoolmasters' Club and its ratification by various sectionf of the Michigan State Teachers' Association made the Michigan Council of Teachers of English a fact and affiliation with the National Council possible.

The constitution of the Michigan Council provides for an annual meeting to be held in Ann Arbor at the time of Michigan Schoolmasters' Club. At this meeting a president and a secretary-treasurer are to be elected alternately, each to serve two years. These officers, together with the chairmen of the various M. S. T. A. district English sections, compose the board of directors.

In 1923 the first election held under the constitution resulted in the selection of George Starr Lasher of the University of Michigan, as president, and Miss Mary Derby of the Lansing High School as secretary treasurer. The charimen for the various district English sections, who are to serve on the board of directors, were chosen at the fall meetings as follows: First District, George Starr Lasher, Ann Arbor; Second, Harry A. Miller, Central State Normal School, Mt. Pleasant; Third, Miss Caroline Barber, Senior High School, Lansing; Fourth, Louis Foley, Western State Normal School, Kalamazoo; Fifth, Miss Corall Willsie, High School, Traverse City; Seventh, Miss A. Bess Clark, Northern Michigan Normal School, Marquette. District No. 6 has no English section.

Membership in the Michigan Council is open to any person interested in the problem of securing effective classroom work in English and who pays the annual dues of fifty cents. Members will be sent any publications issued by the Council and are entitled, through affiliation with the National Council, to attend all meetings of the National Council and to secure for $2.25 a year's subscription to the English Journal, the usual price of which is $3.00. Perhaps the greatest compensation to members will come in the satisfaction of helping to carry out a campaign that will improve the teaching of English throughout Michigan.

To make this campaign one of real results there is needed the active co-operation of every teacher of English in every school in the state. We have the agency through which active work may be carried on; we have teachers who are willing to accept responsibilities in carrying out a program of activity; we have the support and the co-operation of THE MICHIGAN EDUCATION JOURNAL in furnishing a means of reaching not only every teacher of English but practically every teacher interested in the educational advancement of Michigan. But one thing is needed: the acceptance in a through-going way by every teacher of English of the challenge.

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STATE OF MICHIGAN

DEPARTMENT OF PUBLIC INSTRUCTION

THOMAS E. JOHNSON, Superintendent

FACTS ABOUT THE TEACHER TRAINING LAW OF 1921

Information reaching the Department of Public Instruction indicates that there is a misunderstanding among many of the teachers and citizens of the state as to the nature and purpose of the Teacher Training Law passed by the Legislature in 1921. The law, its purpose, and its administration, are herein fully discussed. Kindly preserve this article for future reference.

The facts regarding the Teacher Training Law are as follows:

1. The law was passed in 1921 and teachers were given until September 1, 1925, to qualify with one year of professional training.

2. The professional training may be taken at the Michigan state normal schools, the University of Michigan, the Michigan Agricultural College, the private colleges that have courses for the training of teachers, the junior colleges in cities of more than 25,000 population, or at one of the county normals of this state, or at a normal school, college, or university of equal rank in another state.

3. The law applies only to county certificates issued by the county board of school examiners, for all other teachers' certificates are issued only after the completion of an approved high school course and one or more years of professional and academic training. The laws governing these certificates existed for several years previous to the teacher training law of 1921.

4. A teacher who has taught five years previous to the passage of the teacher training law in 1921, the last three years of which were continuous, is not required to take the year of professional training. Such teacher shall be given a renewal of his or her certificate.

5. A teacher who has a third grade certificate, a second grade certificate, or a first grade certificate on September 1, 1925, may have the same renewed under the following conditions, and such teacher need not be a high school graduate. A third, a second, or a first grade certificate may be renewed if the applicant has an average standing of at least 85 per cent on two previous examinations and has been continuously teaching during the period of the last certificate. For each renewal of a third or second grade certificate, evidence of the completion of a twelve week's term or two six weeks' terms of professional training must be presented. For each renewal of a first grade certificate, evidence of the completion of an eighteen weeks' term or three six weeks' terms of professional training must be presented. (Time spent at school during the regular school year is counted as time taught when applying for renewals.)

6. A teacher who has completed two years of professional training, even though he or she may not have graduated from a high school, is entitled to a renewal of a second or a first grade certificate indefinitely without doing additional professional work in some school.

7. The requirement for one year of professional training does not take effect until after the August teachers' examination in 1925. Teachers, therefore, have an opportunity to qualify by examination for teaching during the school year 1925-26.

8. The teacher training law gave teachers six summers in which to take the professional training. This is sufficient time to do the work in summer schools with no loss of teaching time during the school year.

9. Any county certificate issued previous to September 1, 1925, is valid for the period for which it is issued under the law, although the expiration date is beyond this date.

10. Teachers who hold county certificates usually teach in country schools and small country places. The law attempts to give the children of these places teachers who have had at least a part of the preparation required of the teachers of children in city and village school districts.

11. The teacher training law has come as a necessity to give our schools a class of teachers comparable with those who formerly had several years' experience. Over half of the teachers of the state outside of Detroit have taught five years or less.

12. An investigation last spring of the number of teachers being trained in teacher training institutions showed that there would be plenty of teachers for our schools when the year of professional training is required. (See article "Education in Michigan in 1922," in May, 1923, number of M. S. T. A. Quarterly Review.)

13. If there should be a shortage of teachers in any county, the Superintendent of Public Instruction has authority to provide for the holding of a teachers' examination and the granting of certificates to applicants who do not have the year of professional training.

14. At the present time in several of the rural counties, more than sixty per cent of the teachers have a year or more of professional training.

15. Requirements for one year of professional training:

(a) Each applicant must complete the following six subjects:

Psychology .....4 term hours
Observation and teaching .....4 term hours
Written English ....4 term hours
Hygiene .....4 term hours
Agriculture .....4 term hours
Reading .....4 term hours

(b) Each applicant must complete any six of the following subjects:

Art .....4 term hours
Music .....4 term hours
History .....4 term hours
Geography .....4 term hours
Arithmetic .....4 term hours
Grammar .....4 term hours
Rural Sociology....4 term hours
Nature Study.....4 term hours
Psychology .....4 term hours

("Four term hours" means one course for twelve weeks with four recitations per week, or its equivalent.)

The completion of one-half year of work in an approved four-year normal school, college, or university above a four-year approved high school course may be substituted for the six subjects to be selected from the nine given above.

(c) Each applicant, in addition to the twelve subjects required for the year of professional training, must complete the following three subjects:

Course of Study
Penmanship
Physical Training, 2 terms

(Not more than one-sixth of the work required for one year of professional training may be done by correspondence or in extension classes.)

A person who has completed the work required for a year of professional training as outlined above and who desires a second or first grade certificate may select any subject that will be credited toward a life certificate or toward a degree in an approved university, college, or normal school.

16. A person who completes one year or more of professional training is granted a certificate as follows:

Third Grade. A person who completes one year of professional training is granted a third grade certificate by the county board of school examiners.

Second Grade. A person who completes one and one-third years of professional training is granted a second grade certificate by the county board of school examiners.

First Grade. A person who completes one and two-thirds years of professional training is granted a first grade certificate by the county board of school examiners.

Each of the above three grades of county certificates issued upon one year or more of professional training is renewable without further professional training, but no person may receive more than three third grade certificates, including renewals of third grades.

THOMAS E. JOHNSON.

ENGLISH SECTION AT ANN ARBOR APRIL 4

GEORGE STARR LASHER
University of Michigan

Something different in the way of English section programs is to be offered at the Michigan Schoolmasters' Club April 4 in Ann Arbor. George Starr Lasher, President of the Michigan Council of Teachers of English, who has charge of the program, has arranged an oral composition contest to be participated in by representatives of eight Michigan high schools. The contest will be held in the auditorium of the Ann Arbor High School. A suitable trophy will be presented the winning contestant.

The plan for the contest follows: Contestants will draw for places on the program. Exactly one hour before the contestant is to speak he or she will be admitted to a room and given a list of ten subjects of such general interest that he will have little difficulty in finding one that he can treat adequately. He will have an opportunity during the hour to outline his talk on paper, but he will have to depend entirely upon himself for the material he uses. He will be expected to talk for at least four minutes, but not more than six, a warning being given at the end of five minutes. Judgment will be based upon his ability to select material, organize it, and present it in an effective way.

The contest will be made a basis for a general discussion of oral composition in connection with high-school work in English, the discussion immediately following the close of the contest. Such questions as the following will be discussed: Should oral composition contests take the place of formal debates? Should oral composition be a part of the English program carried on by English teachers, or should it be taught by teachers of public speaking? What proportion of the time given to composition should be given to oral composition work? What should be the specific aims of oral composition? How should oral composition be correlated with written? How can correct speech habits be secured through oral composition?

The Thursday afternoon program will be a symposium on "Teaching Problems in Michigan High Schools." A ten-minute speech on each topic will be followed by a ten-minute discussion from the floor, after which the speaker introducing the topic will be given two minutes for a summing up. The specific topics for discussion will be: Should composition and literature be taught as separate courses according to the recommendations of the North Central Association? Should grammar be taught in the high school as a definite course? Should the history of English literature be taught in high school? Should the study of modern literature have a place in high school? Should English be definitely correlated with other subjects in the curriculum? Should minimum essentials be adopted in composition work for spelling, punctuation, and grammar? Should minimum essentials in literature as far as content is concerned be adopted for grades and high schools?

COMMUNITY FUNDS

The Detroit Community Fund Drive for $2,500,000 has produced to date $2,514,000 in pledges from 190,600 givers.

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Today in this country and Canada there are 179 communities using this method. They raise annually over $40,000,000. Lansing, with a goal of $128,000, has raised $134,500; Cleveland, aiming at $4,200,00, has raised $4,209,000. St. Louis has a budget of $1,495,837; Denver, $621,622; Philadelphia, $2,890,000.

REPORT OF COMMITTEE ON SMALL HIGH SCHOOLS

Since this Committee began its work two publications have appeared which bear directly upon the small high school. The first of these is the Report of the 1922 Committee of the Michigan State Teachers' Association on the Small High School, published in the October number of the Michigan Education Journal. This report was based on a study of the holding power of the small high school and contains much valuable material from which a number of interesting conclusions are drawn. The second is a High School Bulletin prepared under the direction of the State Department of Public Instruction, which is soon to come from the press and will be ready for distribution within the next month. This bulletin deals primarily with the course of study, particularly in the smaller high schools, and contains much that is helpful and suggestive in a more general way. The present Committee has endeavored to direct its study along lines not covered directly by either of these publications. It wishes, however, to acknowledge its indebtedness to both of these publications and has endeavored to make its own study supplementary thereto.

The present study has to do primarily with the organization and administration of the small high school. Several of the problems with which the Committee has been concerned demand further consideration, and consequently the present report is largely one of progress and is preliminary to a fuller exposition which, it is hoped, may be made later.

The Committee has concerned itself with six topics of study, as follows:

(1) The administrative organization of the high school, both as regards the personnel of the organization and the type of organization to be followed;

(2) The tenure of service in small high schools;

(3) The extra-curricular activities of the small high school;

(4) The social life of the small high school;

(5) Intra-school activities other than curricular;

(6) Living conditions in smaller towns and villages as affecting high school organizations.

Three parties are included in the administrative organization of the small high school: the superintendent, the principal, and the teachers. These titles, copied from the organization of larger school systems, are far from being definite in their designations. In our smaller towns and villages the superintendent must necessarily share in the work both of principal and teacher, as well as in that of superintendent. In fact, in towns of 2500 or less, the superintendent is of necessity more of a principal than a superintendent, as these terms are generally understood. He is more a part of the high school organization than of the elementary grade organization, a supervising principal of the high school rather than a superintendent of schools.

In the larger school systems the principal is responsible for the character of the high school and is the biggest factor in its organization and conduct, but such is seldom the case in the small high school. Here the principal is primarily a teacher and only incidentally an administrator. He is the principal teacher, but with little work of a supervisory or directive nature. He is generally entrusted with the immediate control of the high school, but under the direction of the superintendent.

Perhaps the most serious problem with which the small high school is confronted is in regard to teachers. Few, if any, question the desirability of a full four-years' college course for all high school teachers. But even this is not adequate unless these four years shall include specific training for teaching. A knowledge of subject matter is always essential, but equally essential is a knowledge of the pupil of high school age and of proper methods of instruction. In regard to teachers, the small high school quite frequently works under a serious handicap. Ordinarily the funds available make it difficult for the smaller schools to secure and retain teachers of the best training and experience. Until more funds are available for these schools they must of necessity, depend largely upon teachers of successful experience but with limited college training, or upon teachers with fuller

training but without successful experience. It is probable that for some time to come the small high school must continue to be the field of apprenticeship for inexperienced teachers or the goal of teachers with limited academic training but with much native teaching ability.

In the opinion of this Committee the importance of the small high school warrants a consideration of its needs apart from those of the larger schools. It therefore believes that our teacher-training schools should recognize the small high school as a distinct institution and offer courses designed to meet its specific needs.

The results of a questionnaire study indicate that nearly seventy per cent of the school systems of the state maintaining twelve years of work are either organized with secondary education beginning with the seventh grade, or are planning for such an organization in the near future. When, however, only those systems that maintain small high schools are considered, the per cent is not so large, although there is a marked tendency towards beginning secondary education with the seventh year. In larger school systems the organization of junior and senior high schools will doubtless meet the needs of all, but this is hardly practicable in the smaller systems. If departmental work is to be maintained, and this Committee believes that such is desirable, there must of necessity be a large group of pupils to make such organization economical. This demands that the seventh and eighth grades in our smaller schools shall be included in the organization of the high school department. Because of this fact, this Committee believes that wherever building conditions will permit, the small high school offering twelve grades of work should be organized on the "six-six plan" instead of the "eight-four" or the "six-three-three" plan.

In many localities, particularly in districts having a limited population and a low property valuation, the burden of maintaining an approved twelve grade school is great. Not only are the school buildings lacking in space and equipment, but it is extremely difficult to secure teachers of the right kind for such schools. In these localities a junior high school comprising the seventh, eighth, and ninth grades, is better adapted to the resources of the community. It is often possible for a small community that cannot afford a twelve grade school to extend its work beyond the six grades of the elementary school by the organization of a junior high school, thus offering some secondary instruction to a larger number of pupils than would be possible under the "eight-four" or the "eight-two" plan. Such a junior high school would offer to the children of these localities a better grade of secondary education, even though limited in its extent, than would overwise be possible. This Committee would therefore recommend the establishment of junior high schools only in such communities.

Under the present law in Michigan any school district maintaining a high school must provide for either ten or twelve grades of work. There is no legal provision for a high school in which nine or eleven grades of work are offered. Were it possible to change the law so as to legalize the organization of a junior high school containing only the seventh, eighth, and ninth grades, and to require school districts not maintaining a high school to pay the tuition to these junior high schools of pupils who have finished the sixth grade, much good would result. Not only would these pupils receive better training in the seventh and eighth grades, but the way would be open for better work in the elementary grades as well. Such a plan would simplify the elementary school problem by reducing to six the number of grades to be taught in the one-teacher school, and would also profit the larger community by separating the younger and older pupils, to the advantage of both. This Committee therefore believes that legislation should be enacted legalizing the establishment in graded school districts of junior high schools composed of seventh, eighth, and ninth grades of work and authorizing the payment of tuition, under proper restrictions, by primary districts to these junior high schools.

The tenure of service in small high schools is a matter of special importance. Replies to a questionnaire sent to a number of representative small school systems in Michigan indicate a wide variation in the tenure of superintendents. This tenure varied, in the systems reporting, from one year to eleven years, the median being approximately four years. The reason

most commonly given for a short term of service was the offer of larger salaries elsewhere.

In the case of principals of small high schools, the average term of service is only slightly over two years. Two reasons were given for this short term,—a lack of appreciation of the work done, and low salary. The replies also indicate that the average term of service of teachers in the small high schools is between two and three years. Apparently those systems having definite salary schedules are able to retain teachers longer than those without such schedules. Also the matter of living conditions bears an important relationship to length of teacher service. The towns in which the best homes are opened to teachers and where living conditions are satisfactory show a longer term of service on the part of teachers than do those towns where such conditions do not prevail.

The nature of the replies to the questionnaire justifies three conclusions:

(1) There is need in smaller school systems for the establishment of definite salary schedules providing not only for reasonable initial salaries, but for regular increases sufficient to retain successful superintendents, principals and teachers in the system for longer terms than at present.

(2) There is need for a more careful defining and a better understanding of the work of the principal of the small high school.

(3) There is urgent need for some means of providing better living conditions and better social opportunities for teachers in the smaller towns and villages.

The Committee has devoted considerable time to a consideration of the extra-curricular activities of the small high school, including debating and oratory, athletics, and the social life of the school. It has not yet completed its study in this field but wishes to submit the following:

(1) Extra curricular activities should be recognized as an integral part of the small high school organization and should receive thought and attention the same as other lines of school work.

(2) The small high school should decide at the beginning of the year upon a definite policy toward high school activities including debating, oratory, athletics, and social activities. This policy should regulate the management of these activities throughout the year.

(3) Some member of the high school faculty should be appointed to be responsible for each student activity.

The problem of intra-school activities in the small high school demands a more extensive study than this Committee has been able to give. Such questions as supervised study, the maintaining of hot lunch and other clubs, boy scout activities, the Hi-Y, high school journalism, etc., are worthy of careful consideration. While the Committee has accomplished some things in this line of investigation, it is not yet ready to make a detailed report with regard to these matters. It is satisfied, however, that the possibilities in these lines are great and that a recognition of their importance is vital in the smaller schools. Further investigation and report concerning these items are desirable.

The present report is of necessity incomplete. The Committee has found that the problems for investigation involved much more study than it has thus far been able to give. Much material has been collected that is as yet unorganized. In addition, a number of questions bearing directly on the main problems outlined for this report, and which have become apparent during the study, are as yet practically untouched. There is a big field and much material that still demand consideration.

Because of this fact the Committee recommends that the study be continued during the coming year, believing as it does that this is a matter of great importance to the school interests of the State.

E. H. Chappell
Geo. A. Smith
C. L. Goodrich
A. A. Riddering
H. Z. Wilber, Chairman
Committee.

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SCHOOL BUILDINGS

W. L. COFFEY
Deputy State Superintendent

KINDERGARTEN AND FIRST GRADE UNIT OF THE CHRISTIAN MACK GRADE SCHOOL, ANN ARBOR

The kindergarten and first grade unit of the Christian Mack school building is unique in its arrangement for co-ordination of the work of the kindergarten and the first grade. The administrative factors incorporated in this unit indicate careful planning.

1. The kindergarten room is sufficient in size for the play activities.
2. The kindergarten and first grade rooms are arranged so that each of the first grade teachers may use the kindergarten room for play activities while the kindergarten teacher conducts work that does not require play space in a first grade room.
3. The kindergarten room and the first primary room have a separate entrance.
4. The rooms are so arranged that each room has toilet rooms and wardrobes so that children are not required to mingle with the larger children of the school.
5. The glass doors, pool, fireplace, window seat, and other interior trim and decorations are provided and arranged to give the unit an artistic and attractive appearance.
6. The floors are covered with linoleum so that they may be kept clean to protect the clothing of the children. The activities carried on in this unit make this feature an important consideration.
7. The unit is well planned to create in the young child an interest in school life and its activities.

See page 293 for floor plan.

Christmas Activities in Kindergarten

Interior of the Kindergarten

School Activities of the Kindergarten

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Reed City—Teacher pays substitute
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Saginaw—Teacher pays substitute for 20 days
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Sturgis—Full time during illness
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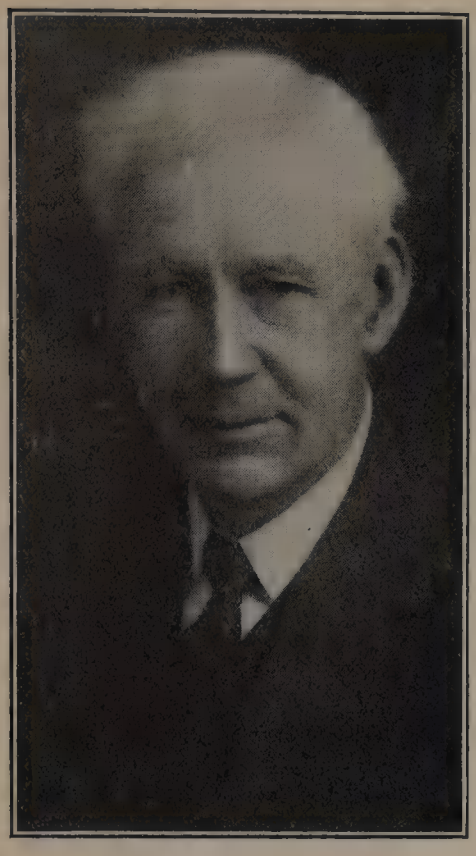

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CURRENT LITERATURE

T. E. RANKIN

Professor of Rhetoric and Secretary of the Summer Session, University of Michigan.

HARMONIUM

By Wallace Stevens. Alfred A. Knopf. New York.

The writing of titles is an art which many artists, otherwise masterful, fail to master. The titles of almost half the poems of John Keats for the year 1817, thirty in number, and more than half the total of those from 1817 to 1820, are far from alluring. "Specimen of an Induction to a Poem," "To George Felton Mathew," "To One who has been long in City pent," "Addressed to the Same," and so on, would not lead to their reading one who did not already know for what the name of John Keats stands. But modern, by which we mean contemporary, titles are more alluring. That much, at least, may be ungrudgingly said in their praise. Like all other modern advertising (for entitling is advertising), modern titles are commercial, as Coleridge would have said, and therefore of course are not trite, though they are, as they are intended to be, "singular," excessive, and designed to browbeat ignorance and to flatter vanity. Yet they are picturesque. In Mr. Wallace Stevens' *Harmonium,* eighty picturesque titles appear,—all there are. Some of them are picturesquely ugly, as this one: "Frogs Eat Butterflies. Snakes Eat Frogs. Hogs Eat Snakes. Men Eat Hogs," all of it one title to one brief poem; and certainly only a reader who knows the quirks of imagery could find an intimate relationship between the title and the poem which follows it, for neither butterflies, nor snakes, nor frogs are mentioned in the poem. The poem simply says that the dullard who builds a cabin by the river-side does not know that he eats butterflies. We are in the seventeenth century once more! Well, that was a better century than our own, in respects not a few.

Mr. Stevens knows how to make music out of the inevitable iamb, as, for example, in these isolated lines:

"Among the choirs of wind and wet and wing."
"And more than free,—elate, intent, profound."
"Most near, most clear, and of the clearest bloom."

Some lines will not be completely intelligible to the average man, as:

"Yet the quotidian saps philosophers."
"Exchequering from piebald fiscs unkeyed."
"Portentous enumeration, syllable."
"Disguised pronunciamento, summary."

This is only philological bric-a-brac, artistic slang. One sentence is:

"Thrum with a proud douceur
His grand pronunciamento and devise."

Another is:

"Wink most when widows wince."

We cannot be sure that Mr. Stevens is imitating Browning, but we may say that he without doubt enjoys the wit of a Browningesque line, and sentence, too. We cannot say that in "To the One of Fictive Music," a superbly beautiful poem, he is imitating Whitman; but we can say that he enjoys producing the rhythmic movement which is very like Whitman's best. And Whitman nowhere surpasses the throb and flow of a part of this poem:

"Sister and mother diviner love,
And of the sisterhood of the living dead
Most near, most clear, and of the clearest bloom,
And of the fragrant mothers most dear
And queen, and of diviner love the day
And flame and summer and sweet fire, no thread
Of cloudy silver sprinkles in your gown
Its venom of renown, and on your head
No crown is simpler than the simple hair."

Other marvelous poems are "Sunday Morning," "Nomad Exquisite," and "Peter Quince at the Clavier," the last a poem for

the musician chiefly, though by no manner of means for him only. But if ever one poem in all the world reveals itself as pure music, "To the One of Fictive Music" is that poem. Here poesy *is* a singing maid with pictures in her eyes. The reviewer who doesn't read will be sure to make favorable comparison of Conrad Aiken and Alfred Kreymborg when speaking of Wallace Stevens, but such a reviewer will be deaf to music, and blind to painting. Stevens stands above them as the mountain peak above the plain. Yet the verse in *Harmonium* can not be "popular." A child, however poetic he may be, will be certain to say of almost every poem in the volume, "Oh, there's no poetry in that." Older folk will lift the eyebrow, but only because they will not to lift the mental eyelash and look. Any but the dull among the mature can see that there is much beauty here. Still, if Stevens had to be classified, he should be with the "metaphysical" poets of the seventeenth century. A few beauty-haunted visions are in his poems, but mainly they are a record of an intellect at play, sardonic, quaint, and in its creative moments remote from all interests of ordinary life. We learn no philosophy of life from him; his verse is inclined to "edge" too much out of life; but we catch glimpses of many beautiful things as we walk with him on his way. We cannot help but wonder, though, whether he believes beauty to be the bread of the soul, or whether he does not feel forbidden, by the conventions widely accepted today in his craft, to do much that is vital.

Wallace Stevens is distinctive among poets in America; that much is sure. By the way, he is a lawyer at Hartford, Connecticut; nevertheless a poet! This is his first volume of verse. It must challenge attention. It's author is a poet.

THE LIGHT GUITAR

By Arthur Guiterman. Harper & Brothers. New York and London.

The Mirthful Lyre and *The Laughing Muse,* two earlier volumes by Arthur Guiterman, "sold" me the third volume, *The Light Guitar.* The first two were mirth-provoking books. A good share of each of them is worth reading more than once. But I began to frown at the reading of the first page of *The Light Guitar,* and for full fifty pages the frown grew deeper and deeper. Then I turned to the back of the book and read forward from page 291 to page 242. The gloom deepened still further, though within these pages "Art for Export," "Song for Anthologies," and the last stanza of "On the Decay of Lying" were at least as much as mildly interesting, but no more,—hardly worth reading aloud to another. Then I began again, this time at page 52; and at last at page 59 came the first smile. It was over "House Hunting." This is a pretty piece of work.

In *The Mirthful Lyre* was a "Lyric Baedeker," with appreciations of Philadelphia, Seattle, and Kalamazoo. The "Baedeker" has a European edition in *The Light Guitar,* in which nine cities of the older world come in for a little dressing down. These poems are thin, but not wholly flat. Throughout the rest of the volume an occasional slight touch of irony or of wisdom rewards the reader for carrying on. Mr. Guiterman is a New York verse-writer, and perhaps remoteness of space as well as of time may have mellowed the iron aspect of the Puritans, for he nails at least one calumny of them, by insisting that they did not *burn* their witches. A little social philosophy shows itself in an attempt to comfort ex-Flappers with the assertion that though flappers will flap they do finally grow up to be ducks. Walter de la Mare would have said that wanton kittens are likely to grow up to be cats,—which shows the difference between Arthur Guiterman and Walter de la Mare; or is it a difference in their environment?

Clever touches are not lacking here and there through the middle of the book, especially in those poems in which the author more than intimates how he spends his wilderness vacations. We are glad to be told that the winter-loving chickadee to him is a "Stubtailed, club-tailed, snub-tailed sprite," that Sir Christopher Wren has "a song five times as big as himself," and that there is a rhyming word for "wasp," namely,—but we shall leave that for the reader to find out for himself. To those who are fond of sentimental verse, "A Skater's Valentine" will be found good. It is feelingful, sincere; also it is one of the poems which afford a welcome variation from the deadly iambic beat of the majority of the lines in the book.

(Continued on page 334)

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EDUCATIONAL NOTES

The Adrian board of education have very recently revised their salary schedule to more nearly accord with those of other cities of its size, in keeping with recommendations made by a committee of Adrian teachers appointed to investigate salary conditions. The minimum, which was $1,025 has been raised to $1,150. The new schedule also provides an increase in the yearly allowance for teaching experience.

Prof. Charles M. Elliott, of the Detroit Teachers' College faculty has been appointed head of the Department of Special Education at the Michigan State Normal College. In preparation for the work of organizing the department he will spend the next six months at Leland Stanford University, assuming work at the normal college in September.

The Lowell high school has won every contest of any nature which it has entered so far this year. The contests include 10 football games, 3 debates, 11 girls' and boys' basketball games, and a state potato judging contest.

A bulletin issued recently by the Federal Department of Education says that fully prepared and capable rural teachers are in great demand. The number of institutions giving instruction in this sort of training is very inadequate. Among the best of these are the normal schools at Ypsilanti and Kalamazoo.

The Northwestern High School has won the 1924 championship of the city of Detroit in debating, having defeated Northern, Central, and Northeastern.

The Americanization classes of the Detroit evening schools have just published a magazine of 32 pages called The New American by New Americans.

The Carnegie Steel Company of Pittsburgh, Pennsylvania, is publishing a calendar in which there are thirteen illustrations, each one carrying a poster on safety conceived and executed by a school pupil from a town where the company has a plant. There were three cash prizes given in each community in sums of twenty-five, fifteen, and ten dollars. Approximately 7,500 posters were entered in the contest. The portrait of each child appears by the side of his or her poster.

Hygeia, a magazine of health published by the American Medical Association, offers a series of 49 prizes for posters on any health subject submitted before May 31, 1924. The Jury of Award will be: Surgeon General Hugh S. Cumming, U. S. Health Service; Mr. John T. McCutcheon, Cartoon Artist for the Chicago Tribune; President William B. Owen, Chicago Normal College, Ex-President of the National Education Association. Full information concerning this contest, which is open to all high school students, list of prizes, rules of the contest, etc., can be obtained by writing to the Poster Editor of Hygeia, care American Medical Association, 535 North Dearborn street, Chicago, Illinois.

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The Grand Commandery Knights Templar of Michigan has established an educational fund to be used in granting loans to worthy students in junior and senior colleges throughout the state. The loans are to be not less than $50 nor more than $200 a year, and are made solely upon honor, no security being asked. They are to be repaid on or before four years from date with interest at five per cent. Anyone desiring further information or application blanks should write to one of the following members of the Educational Committee: H. Bruce Moore, Grand Rapids; Albert L. Smith, Howell; James E. Davidson, Bay City; William E. Davidson, Sault Ste. Marie; Joseph H. Crawford, Flint.

T. E. Johnson, State Superintendent of Public Instruction, has announced the Chairman and Secretary of the Committee on Relationship of Business Colleges to the North Central Association as follows: Chairman, W. W. Parsons, Kalamazoo; Secretary, C. Lloyd Goodrich, Lansing. A meeting was held Saturday, January 26, at the Lansing Business University, with the following speakers on the program: W. W. Parsons, Kalamazoo; C. Lloyd Goodrich, Lansing; W. M. Dowden, Lansing; P. S. Cleary, Ypsilanti; Prof. E. E. Day, University of Michigan, Ann Arbor; Prof. J. B. Edmonson, University of Michigan; and S. B. Norcross, Kalamazoo.

The National Geographic Society, Washington, D. C., prepares and prints as a gift to education a weekly bulletin for the "increase and diffusion of geographic knowledge" known as the Geographic News Bulletin. It is sent to teachers, upon their request, without other charge than the payment of twenty-five cents to cover the cost of mailing the thirty issues during the school year. Requests from other than teachers cannot be granted because of the expense involved.

Governor Groesbeck appointed the following seven delegates to the Vocational Education Association of the Middle West, held in St. Louis, January 16 to 19: K. G. Smith, Lansing; Dr. George E. Meyers and Professor Thomas E. Diamond, Ann Arbor; Frank McCrea, Muskegon; George Frasee, Grand Rapids; Lewis Hayes, Detroit; and Frank E. Ellsworth, Kalamazoo.

The Michigan Private Schools Association was organized last summer at a meeting in Detroit for the purpose of promoting the interests of the private schools of the state, their growth, maintenance and established rights. This organization differs from the Michigan Private School Owners' Association in that it includes all private schools in the state, whereas the latter association embraces only 60 business schools. The new organization has established executive offices on the second floor of the Lansing Business University, and will soon be incorporated. The Association publishes monthly The Free Schools Bulletin.

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M. S. T. A. EXECUTIVE COMMITTEE

Meeting February 1

President Ellsworth recommended, and after a thorough discussion of educational problems in the state, the Executive Committee authorized the appointment of committees on the following projects: Study of the Financial Support of Education in Michigan; The Teaching Load of the Elementary Teacher; Character Development in Education; Rural Education; Elimination of Illiteracy in Michigan. A committee is also to be appointed to edit and print a book on Michigan for use in the schools of the state.

Tentative by-laws are to be prepared by the Executive Secretary and reported to the Executive Committee for their approval at a future meeting.

District meetings next fall will be held on the following dates: District 1, October 27-28; District 2, October 23-24; District 3, October 23-24; District 4, October 30-31; District 5, October 30-31; District 6, October 27-28; District 7, October 9-10.

Meeting places of the districts next year were tentatively set as follows: District 1, Detroit; District 2, Bay City; District 3, Lansing; District 4, Grand Rapids; District 5, Manistee; District 6, Alpena; District 7, Marquette. These tentative dates are to become permanent providing the various cities designated make arrangements for holding the meetings satisfactory to a committee consisting of the president of the association, the executive secretary, and the chairman of the district involved.

A program committee consisting of the president, vice-president, executive secretary, and district chairmen was appointed to arrange the program for next fall.

Section meetings for next fall were authorized as follows: Adult Education, Agriculture, Art, Boy Scout, Classical, College, Commercial, Commissioners, Compulsory Education, Early Elementary, Elementary School Principals, English, Grammar School, Handwriting Teachers, High School, History, Home Economics, Junior High School, Library, Manual Arts and Industrial Education, Mathematics, Modern Language, Music, Nature Study and School Gardening, Parent-Teacher, Physical Education, Physics and Chemistry, Rural School, Small High Schools, Special Education.

Miss Anne Wiggins, Assistant Superintendent of Schools at Flint, was appointed by the Executive Committee to fill the vacancy created by the election of F. E. Ellsworth to the presidency.

A Program of Work Committee is to be

appointed by the president to meet monthly for the formulation of definite objectives to be attained.

A multigraph was ordered for use in headquarters. This machine will economize time and cost in the work of the office, and together with the addressograph, already installed, will give our headquarters office an equipment that will be of great assistance in carrying on the work of the Association.

Membership buttons used in the past for admission to district meetings and to designate membership will be dispensed with in the future. Membership receipts which will entitle the holder to all the privileges of membership including admission to all district and general meetings will be issued. This is the plan used by the N. E. A. and most other states and it is believed it will be more efficient than the buttons.

The first edition of the Syllabus of Bible Study, Bulletin No. 50, is practically exhausted. Additional copies will be printed at once. A committee on Bible Study will be appointed to prepare a Second and a Third Syllabus of Bible Study for use in schools after the completion of the First Syllabus. It is hoped that these will be available for next year.

CURRENT LITERATURE

(Continued from page 329)

The Light Guitar is the best-looking book in the group of three of verse by Mr. Guiterman. Its "format" is fine; but its content is often forced, just column stuff, practically all of it extremely light. Perhaps this will commend the book to the few who are not too sorrowful already. Mr. Guiterman has ardent admirers, and we wonder if the publishers did not risk a good deal of disappointment in an eagerly waiting public by such a drop in quality as this. It is a sort of sandwich book, not good at beginning and end, but fair in the middle. Well, "literature is produced not by taking pains, but by having them."

AMERICANIZATION

Call him a dago, a hunkie, a wop;
Treat him as some one insane and inferior;
Turn up your nose at his house and his shop;
Show yourself thus his decided superior.
Sneer at his gestures and laugh at his speech;
Always applaud when your funny man guys him;
Then when you've widened and deepened the breach,
Weep that you cannot Americanize him!

Has he a houseful of children! Oh, my!
What an example of gross impropriety!
Doesn't he know some Americans cry
Out on a menace like this to society?
How can we hope to enlighten his mind?
What can we do if the prudent despise him?
Where for such families a home can we find?
How can we hope to Americanize him?

What of his background and what of his race?
What of his culture, inherent or national?
Questions like this enter into the case;
Relevant they to a matter so rational.
Let us get down to the rock-bottom fact—
Oft 'tis our prejudice only that tries him;
Treat him with knowledge and justice and tact—
That is the way to Americanize him.

—Denis A. McCarthy in Life.

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APPRECIATIONS

It is fitting that the following expressions of appreciation which have come relating to the M. S. T. A. programs for 1923, should be given a place in the columns of the Journal:

"For the first time I have sat down to study carefully the program for the District Meetings as given in the September number of the Michigan Education Journal. My reaction is such that I feel I must write and tell you that I believe that at last the Michigan State Teachers' Association has the kind of a program that is going to go big. There is no question about it. The balance of the talent is admirable. I have looked over the programs for each district and it is impossible for me to say which one is the best. This is exactly as it ought to be. Your headliners are real head-liners. Your talent for the department meetings is of equal caliber. I prophesy that the M. S. T. A. programs of 1923 will meet with hearty and enthusiastic reception from the teachers of the State. I want to congratulate you."

"I feel under a real obligation to express myself regarding the array of speaking talent which you provided on the program of meetings of the Michigan State Teachers' Association. I think I have not missed more than two meetings in the last twenty years, and I am sure that the program this year has never been equaled. In fact, there has never been a near second.

"I was present at the Alpena and Lansing meetings and heard all of the General and Departmental programs. The addresses were entertaining, of course, but they were informing and educational as well, while those who wish inspiration had their opportunity.

"None of this is written to flatter, as I have nothing to gain by flattery. I have only wanted to express myself to the person who deserves, I take it, the major part of the credit."

"At the regular weekly meeting of the Department Heads of this school yesterday, a motion was made and carried unanimously, that I write and congratulate the management of the M. S. T. A. for the most excellent ability and the high standard of the speakers at the general meetings of the last convention.

"Every speaker was a national figure and was an inspiration to the whole teaching force of this school."

"I want to congratulate you upon the success of your year's work as president; you had a list of excellent speakers for the different meetings, and there was an appreciable gain in membership. I hope that at the meeting in Lansing during the Christmas holidays, the representatives will have the good judgment to re-elect you as President."

"I am writing to tell you how I enjoyed the M. S. T. A. meetings this year. It seems to me that the district meetings were never better organized nor have we ever had better speakers. A great many are of the same opinion. I wish to congratulate you, as president of the organization, upon the splendid programs."

"I have wanted since my return to write you what a good time I had in Michigan—how I appreciate all that you and Mr. Cameron did for me. It was really a wonderful experience; and I feel that I owe it all to you. One feels like giving up speaking at times, but when he runs across such an appreciative listener as I had in you at Chattanooga last year, he sees the worth-whileness of it. Thank you again and yet again!

"It seems to me you have worked out the biggest and best organization of teachers in the country."

"As president of the Teachers' Association, you might be pleased to hear from all sides some expressions of enthusiasm over the success of the meeting this year. The speakers were so worth while. We teachers are usually such knockers, for we all grow that way no matter what sweet natures God and our parents gave us, that it's good to have an occasion to say a kind and truthful word."

THE BABY'S INHERITANCE

Irene H. Wolfschlager

Only a wee little babykin,
That the Angels left with us one day;
Fresh from the fields above was he,
Moist with the mists of love was he;
Now what shall we do with him, pray?

Only a wee little babykin,
A crumpled and dimpled dear,
The pink of the wildwood rose has he,
The white of the driven snows has he,
And the blue from the skies so clear.

Only a marred little babykin,
And alas! that we've taken him in.
His Auntie's turned up nose has he,
And his Uncle's crooked toes has he,
And his Grandmother's double chin.

Only a bad little babykin,
With a wealth of inherited sin;
A selfish vein from Mama has he,
And a passionate strain from Papa has he
And his Grandfather's love for gin.

Now what shall we do with this minnikin, pray,
This frail little sin mottled man?
Why we'll just cuddle and love him for a year and a day
And then turn him out if we can!

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M. S. T. A. ACTIVITIES IN 1924

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Teachers' Placement Bureau——

Action has been taken by the Executive Committee of the Michigan State Teachers' Association authorizing the establishment of a Teachers' Placement Bureau to serve the teachers of Michigan.

Blanks and forms are being prepared and will be ready for distribution in the near future.

Opportunity will be offered teachers who are desirous of change and promotion to place on file in the Association office a letter of application together with references. These will be open for inspection by superintendents looking for teachers.